

QUALITY ASSURANCE IN PRINTED LEARNING MATERIAL PRODUCTION FOR DISTANCE EDUCATION: EXPERIENCE OF INDONESIA'S UNIVERSITAS TERBUKA

Sri Yuniati Putri Koes Hardini – Center for Publishing
Durri Andriani – Research Institute
Universitas Terbuka

“Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangement” (Moore & Kearsley, 1996, p. 2)

Moore and Kearsley (1996) definition on distance education stresses the importance of developing and producing quality learning materials for distance education students. This is also one of concerned shared by Universitas Terbuka (UT) administrators. As one and the only legal higher education institutions in Indonesia which fully implement distance education mode, UT has developed certain measured to guarantee that each and every learning materials' produced are of high quality.

The measured are actually part of a bigger approach UT implement in order to better cater students needs of quality education. The approach takes the form of an integrated quality assurance system (QAS). In relation to learning material production, the QAS focuses on procedures of producing high quality learning materials and formats required for each steps in the procedures. While UT has an integrated package of learning materials (see Table 1 for details of learning materials in forms of printed, recorded, and broadcasted) , this paper will only focus on QA in producing printed learning materials (better known as modules).

Table 1. UT Learning Materials in All Forms of Media

No	Media	Amounts
1	Printed	
	a. Modules	1,422
	b. Audiographics	11
2	Recorded	
	a. Video Cassettes	512
	b. Video for Modules	29
	c. Computer Aided Instruction	110
3	Broadcasted	
	a. Radio Tutorial	4,843
	b. Television Program	600

While validity and accuracy of course's contents have to be put first in the priority in developing process of modules, this paper will focus its discussion on the production aspect.

QUALITY ASSURANCE IN PRODUCING MODULES

In the last three years, as part of an integrated effort to provide quality education for its students, UT has developed and implemented QAS. One aspect from the QAS is in producing modules. The QAS in producing modules focuses in producing modules in standardized format and timely produced. UT modules have to be produced with certain type of paper in certain size. While format refers to color (its department has designated cover color).

QA in producing modules is facilitated by five Guidelines. Each Guideline deals with specific aspect of producing modules. Table 2 depicts the five Guidelines in preproduction, production, and post-production process of modules.

Table 2. Activities, Guidelines, Input, and Output in Producing Modules

No	Activity	Guidelines	Format	Input	Output
1	Pre-production				
	a. Editing •Grammar •Format	JKAK AJ03	Monitoring & Processing Modules	Draft from authors	Edited draft
	b. Providing Illustration	JKAK BA02	Lay out	Draft from authors	Computed-illustration
	c. Lay-Outing	JKAK BA03	Modules' Components	Edited draft	Edited & Formatted draft
	d. Finalizing			Edited & Formatted draft	Master
2	Production				
	a. Providing Modules' part •Dummy •Cover •Exam sheet •KDT/ISBN •Year of printing	JKAK AJ05	Module's components	Master	Modules
	b. Sending Printing Order	-	Printing Order	Master	Modules
3	Post-production				
	a. Quality Checking	JKAK AJ05	Master Return	Modules	Checked-modules
			Printing Specification		
b. Archiving • Master • Dummy • Module • Digital File	JKAK AJ07	Control Card		Organized archives	

Each Guideline is completed with steps on how to carry out the process as well as formats to make sure that the procedures have been implemented correctly. Photo 1 shows some of the Guidelines while Diagram 1 and Diagram 2 show two of several procedures provided in the Guidelines.

Picture 1. Quality Assurance System Guidelines for Producing Modules

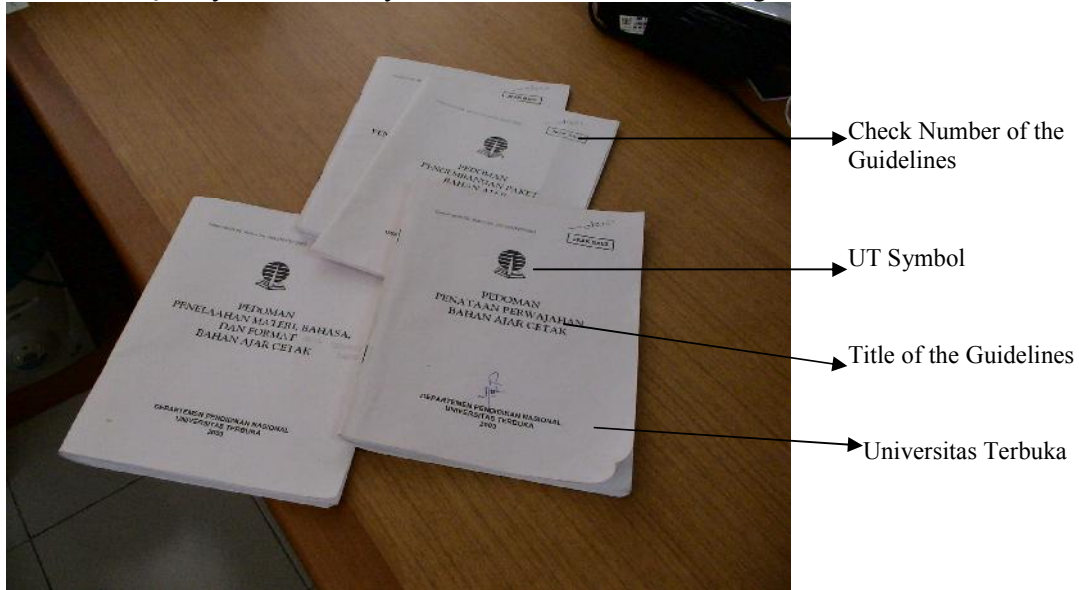


Diagram 1. Procedure in Editing Modules

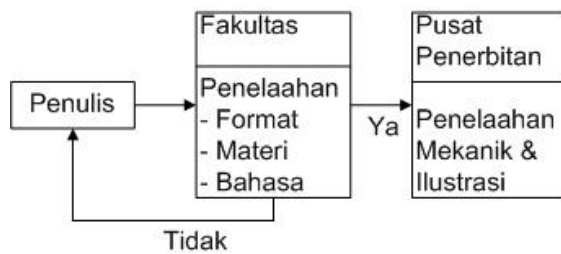
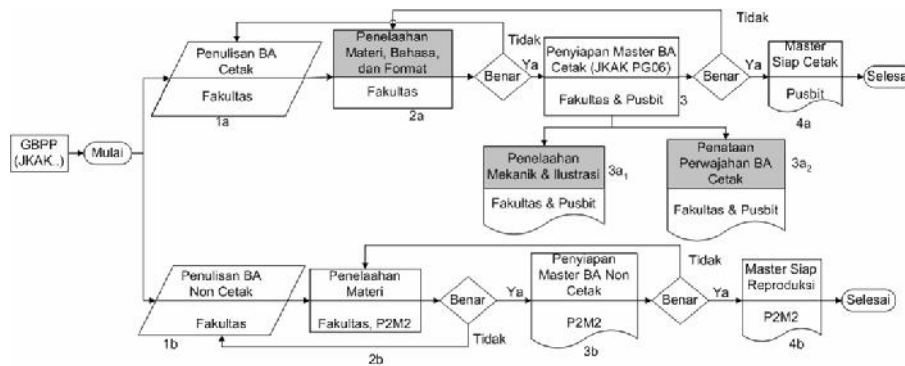


Diagram 2. Procedure in Developing Learning Materials



As it is reflected in Diagram 1 and Diagram2, each Diagram is completed with what activity should take place and who is responsible for the activity. In Diagram 1, for example, procedure for reviewing modules' content includes two activities (component review and content review) which should be done by academic staff. Diagram 2 shows that from eight activities in developing learning materials, three activities are related to modules (format review, mechanical review, and lay out). Centre for Publishing is responsible conduct for the three activities.

The Guidelines have formats to be used as a standard to monitor the implementation of certain activities (see Format 1 and Format 2).

Format 1. FORMAT PENELAAHAN MATERI, BAHASA, & FORMAT (Diisi oleh penelaah dari fakultas)

Petunjuk : Periksalah dengan cermat apakah komponen yang ditulis sesuai dengan aturan atau tidak, atau harus diperbaiki.

Judul MK :

Kode MK :

No	Komponen	Komentar
A	TINJAUAN MATA KULIAH	
1.	Cakupan mata kuliah secara umum disampaikan dan sesuai GBPP (deskripsi singkat Mata Kuliah)	
2.	Manfaat mempelajari BMP : a. diuraikan dengan jelas dan logis b. mampu memotivasi mahasiswa untuk belajar	
3.	Tujuan Instruksional Umum sesuai dengan GBPP dan analisis instruksional (jika analisis ada)	
4	Urutan modul disertai deskripsi singkat setiap modul	
5	Menyebutkan sumber dan media lain yang mendukung	
6	Petunjuk Belajar	
B.	Pendahuluan MODUL 1/2/3/4/5/6/7/8/9/10/11/12 (LINGKARI NOMOR MODUL YANG DITELAAH)	
1	Deskripsi materi modul dibahas dengan singkat	
2	Relevansi modul bagi mahasiswa ditinjau dari: a. kebutuhan b. pengetahuan c. pengalaman	
3	Tujuan Instruksional Khusus (TIK) sesuai dengan tingkat kemampuan jenjang pendidikan yang dituju oleh modul ini dan sesuai dengan TIK pada analisis instruksional dan GBPP	
4	Rumusan TIK sesuai dengan syarat minimal perumusan TIK	
C	URAIAN DAN CONTOH	
1	Keluasan dan kedalaman materi: a. Memadai untuk pencapaian kemampuan dalam TIK b. Relevan dengan TIK c. Sesuai dengan jenjang etc	

Saran dan perbaikan secara umum:

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Format 2. Module's Lay Out

A. JUDUL KATEGORI UTAMA

1. Judul Kategori Kedua

<i>a. Judul Kategori Ketiga</i>

1) Kategori keempat _____
2) _____

Picture 2-4 show how activities in producing modules are carried out and example of modules, as well as archive room in UT.

Picture 2. Checking the Module



Activities in checking modules received from designated printing company involve four variables:

- The number of modules produced
- Size of the modules
- Printing specification as stated in the printing order
- Binding quality

Picture 2. Modules



UT Modules are differentiated based on faculties by placing certain colors on the side of the modules. Modules with a blue square on their back represent the Faculty of Mathematics and Natural Sciences; yellow represents the Faculty of Political and Social Sciences; purple represents the Faculty of Education, and gray represents the Faculty of Economics.

Picture 3. Modules, Digital File,



Archives are kept in a special room in the following forms:

- Digital file (for modules' content and cover)
- Master
- Dummy
- Module

Picture 4. Archive Room



LESSONS LEARNT

Based on UT experience in producing modules, there are four things to consider.

- Integrated system. In order to produce high quality modules, higher education institution need to develop and implement integrated system.
- Implementation the system. The system alone could not produce qualified modules if not followed by proper implementation.
- Standardized format. To make sure the system could accommodate all activities and run well, standardized formats need to be developed and used properly.
- The importance of archiving. Easy access of modules' archive would speed up the whole process of retrieving necessary components required to produce modules.

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